



External Education

**UIC** University of Illinois  
at Chicago

# ***What's Time Got to Do With It?*** **Educational Equivalency in Blended and Online Courses**

---



***SLATE 2005***

**October 28, 2005**  
**Renee Welch, Ph.D.**



*“With the introduction and proliferation of instructional technologies, **equivalency based on time in the classroom** is of minimal relevance to students and instructors who supplement educational opportunities through technology.”*

Watkins, R. & Schlosser, C. (2000). The Impact of Technology on Educational Equivalency: Capabilities based educational equivalency units. *Educational Technology*, 40(6), 49-54.



# Objectives

---

- Discussion of “**class time**” looking at the credit hour as a unit of measure
- Examine **alternative theories** on educational equivalency
- Highlight **implications** for learning and teaching in the blended/online environment



# Course Structures



- **Traditional (f2f)** - No online technology is used.
- **Technology Enhanced** - A course or program that utilizes any one or more various technologies, to augment the traditional delivery of information to students.

- **Blended** - Blended courses combine face-to-face and technology-enriched instruction in a format where a significant percentage of the curriculum is taught online in a manner that enhances both teaching and learning.
- **Online** - An instructional offering for which instruction and course material are delivered via the Internet.





External Education

**UIC** University of Illinois  
at Chicago

# Class Time



## Defining Class Time

---

- **Contact Hour**
- **Credit Hour**
- **Semester Hour**





# Carnegie Unit aka the credit hour

---

**Faculty workload**

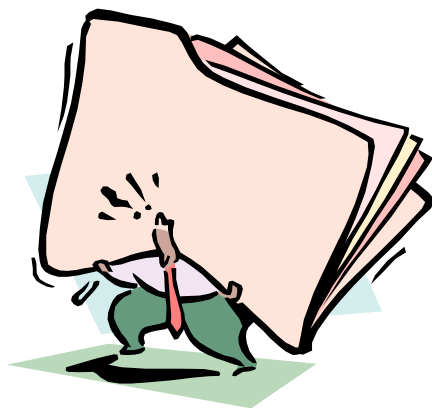
**Student learning**

**Graduation rate**

**Time to degree**

**Cost per student**

**Enrollment**





# Transformation

---

shifting from a unit of measurement that relies on **time in the classroom** to one that focuses on **learner achievement**





# Redefining Time and Transferring Responsibility

---



In blended and online environments  
**time** is on the side of the learner



# Adapting Thought Processes

---

**Communication**

**Structure**

**The role of the  
Faculty and Student**



External Education

**UIC** University of Illinois  
at Chicago

# Theories



# Equivalency Theory...

---



*advocates for equivalency  
in the learning  
experiences of all  
students, regardless of  
how they are linked to  
the resources or the  
instruction they require.*





# Key Elements

---



- *Equivalency*
- *Learning Experiences*
- *Appropriate Application*
- *Students*
- *Outcomes*

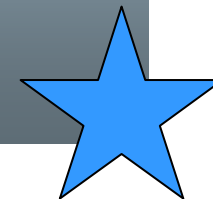


# Capabilities-Based Educational Equivalency

---



Utilizing capabilities-based objectives (Gagne, 1991) the CBEE units approach suggests a standardized formula for relating instructional objectives in relation to academic credit.





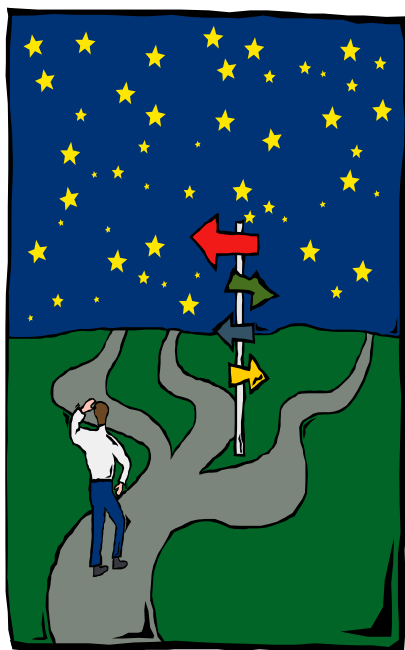
Human Capabilities (Gagné, 1977)	Objective Verb (Gagné, 1977)	CBEE Units
Intellectual skills:		
Discrimination	Discriminates	1 unit
Concrete concepts	Identifies	2 units
Defined concept	Classifies	3 units
Rule	Demonstrates	4 units
Problem solving	Generates	5 units
Cognitive Strategy	Originates	6 units
Information	States	1 unit
Motor Skill	Executes	4 units
Attitude	Chooses	4 units

**Human Capabilities and Proposed CBEE Units (Watkins & Schlosser, 2000a, 2000b)**



## At Various Institutions...

---



- Apply the same number of credit hours if course exists
- Compare similar offerings and assign credit hours to the new course



## Other Approaches...

---

- Credits
- Weighted Teaching Units
- Student Competencies
  - Decision Points





External Education

**UIC** University of Illinois  
at Chicago

# Implications



# Learning & Teaching

---

Focus on learning experiences  
vs. the vehicle of instruction



**Planning and organization is key, the experiences of the learners should have equivalent value**



# Considerations

---

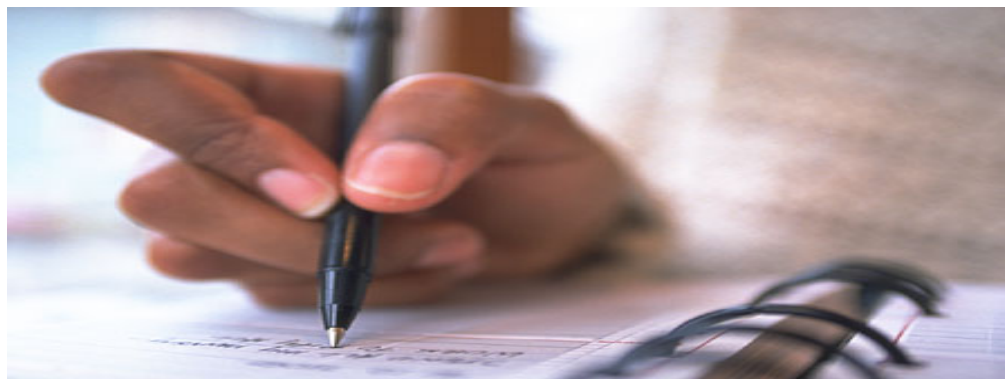


- Course Structure
- Learning Activities
- How Learners Interact
- Instructor Mediated/Learner Centered



# Instructional Planning

---



**Objectives, Activities, & Assessments**

**Customize Learning Experiences**



# Summary

---

- ✓ Credit hour as a measurement
- ✓ Ancient tool needs a face lift
- ✓ Alternative measures and theories
- ✓ Major rethinking

*Next steps:*

*a review of how its used at various  
institutions...*



# Contact Information

---

**Renee Welch, Instructional Designer**

**University of Illinois at Chicago**

**External Education**

**312.355.1767**

**[rwelch1@uic.edu](mailto:rwelch1@uic.edu)**